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Editorial Comment

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Editorial Comment

Reports show that the number of graduate students specializing in developmental and corrective reading is increasing. These individuals are finding that it is advisable to become familiar with information, techniques and procedures in such disciplines as psychology and sociology as well as education.

The article by Margaret Muir shows that the test patterns obtained by administering the Wechsler Intelligence Scale for Children can be useful to teachers of reading. It is obvious from this study that children with reading disabilities have difficulty in making visual-auditory associations. Furthermore it is suggested that these individuals are apt to make use of highly structured situations as they learn to read. More investigations of this nature may be helpful.

In times when "speed" reading is being emphasized and when machines are being used effectively to teach facts, a discussion of mental content and its relation to reading is timely and relevant. Such a discussion containing several new points of view is found in this issue.

Homer L. J. Carter
Editor